Correspondence of WIDA English Language Development Standards and the Common Core State Standards for English Language Arts

Introduction

What these documents are:

- These documents show correspondences between the WIDA (World-Class Instructional Design and Assessment) English Language Development Standards and the Common Core State Standards in English language arts.

- WIDA is a consortium of 30 states (including New Hampshire) and the District of Columbia that have all adopted the same English language development standards and assessments.

Format of the documents:

- The WIDA English Language Development Standards for English language arts consist of Model Performance Indicators (MPIs) at each of five different levels of language proficiency.

- Each MPI suggests a task that students at a particular level of language proficiency should be able to do to show achievement of a particular subject area standard.

- These documents consist of five WIDA-style MPIs (one for each of the five language proficiency levels) that correspond to selected Common Core State Standards.

- The model performance indicators were written by groups of New Hampshire ESOL and mainstream teachers through a federal Title III Professional Development grant to UNH Manchester.

Suggestions for using the documents:

- Mainstream teachers can use these documents to help understand what can be expected from ESOL students at various levels of language proficiency, and to guide the assessment of students' progress toward meeting Common Core State Standards in English language arts.

- ESOL teachers can use the alignments to help understand what ESOL students are expected to know in English language arts, and to guide the assessment of their progress toward meeting ELA Common Core State Standards.

Important considerations:

- The documents are not curricula or programs of study; they are tools to be used in designing on-going classroom assessment of ESOL students.

- The MPIs are models that should be adapted as needed to meet individual teachers' and students' needs.

- Because the MPIs are geared to different levels of English language proficiency, it is essential to know students' proficiency levels (that information should be available in students' records or from their ESOL teacher).

- It is assumed that the knowledge and skills required to complete the tasks given in these MPIs have been previously taught, using teaching strategies appropriate for ESOL students.

- If WIDA MPIs are not included for a particular standard, or for a particular grade level, you can adapt related MPIs, or create new ones following the same model.

- Leveled texts are essential for teaching and assessing ESOL students' progress in English language arts, especially at lower proficiency levels. Leveling for language proficiency is not the same as leveling for reading ability, so mainstream language arts teachers should contact an ESOL teacher for help in procuring appropriate texts.

Grade 6 Model Performance Indicators that Correspond to the Common Core State Standards for Reading Informational Text

Key Ideas and Details

CC.6.R.I.1   ***Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.***

(These MPIs focus on explicit information.)

Level 1 Entering	Locate vocabulary to complete a cloze exercise taken directly from a leveled text; then compare answers with a partner.
Level 2 Emerging	Locate in a leveled text one-word answers to Wh-questions *(what, where, who, when)* about the text, with a partner.
Level 3 Developing	Give short answers to simple Wh- questions *(what, where, who, when, why)* about a leveled text (e.g., *Where did George Washington spend the winter?).*
Level 4 Expanding	Answer complex questions about a leveled text (e.g., *What are the four main causes of the Revolutionary War?),* in a small group.

Level 5 Bridging	Respond to essay questions (e.g., *Explain the water cycle* or *Describe the contributions of women in the colonial era),* using information from the text.

(These MPIs focus on inferences.)

Level 1 Entering	Draw pictures illustrating the author's intent, after hearing a leveled and illustrated persuasive text read aloud (e.g., teacher reads a simple text about good health habits, student draws pictures of what students should and should not do, such as getting exercise and not eating junk food).
Level 2 Emerging	Draw a diagram to illustrate a central idea (e.g., illustrate a lab on potential energy), with a partner.
Level 3 Developing	Present a visual to describe how a concept from text applies to personal experience (e.g., how the law of momentum applies to wearing a seatbelt).
Level 4 Expanding	Follow written directions to complete an activity and produce a short paragraph discussing a conclusion, using a graphic organizer, with a partner (e.g., conduct a lab on the laws of motion and prepare a lab report).
Level 5 Bridging	Defend an opinion citing information from text (e.g., You should wear a seatbelt), after class discussion.

(These MPIs focus on cause/effect inferences.)

Level 1 Entering	Make a poster showing cause and effect (e.g., the effects of cutting down a forest).
Level 2 Emerging	Retell causes and effects using a *so* sentence pattern, after reading an illustrated leveled text, with a partner (e.g., *The beach has oil on it, so the birds die).*
Level 3 Developing	Ask *why* questions to demonstrate understanding of cause and effect, from an illustrated text (e.g., *Why do the birds fly away?* from a picture showing the remains of a clear-cut forest).
Level 4 Expanding	Predict an effect from a given cause, using class notes about a reading (e.g., *If houses are built near a river that floods, predict what will happen).*
Level 5 Bridging	Predict an effect from a given cause and defend the prediction in a three-paragraph essay, based on information from the text.

CC.6.R.I.2   ***Key Ideas and Details: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.***

(These MPIs focus on determining central idea and conveying it through details.)

Level 1 Entering	Draw and label pictures to identify the central idea of a leveled informational text that has been read aloud, using a word/phrase bank; then determine whether or not given pictures help convey the central idea, with a partner.
Level 2 Beginning	Write a simple sentence to identify the central idea of a leveled informational text that has been read aloud, using a word/phrase bank; then determine whether or not particular details (written by the teacher as simple sentences) help convey the central idea, with a partner.
Level 3 Developing	Complete a partially filled-in graphic organizer to show the central idea and details of a leveled informational text, in a small group.
Level 4 Expanding	Discuss in a small group how particular details of a leveled informational text help convey the main idea; then write a paragraph summarizing the discussion.
Level 5 Bridging	Write a short essay showing how particular details convey the main idea of a grade-level informational text

(These MPIs focus on summarizing.)

Level 1 Entering	Select the picture that best summarizes the ideas in a leveled passage that is read aloud by the teacher.

Level 2 Emerging	Create a summary of a leveled passage, after hearing it read aloud and discussed, in a small group.
Level 3 Developing	Discuss in a small group whether or not a summary of a leveled passage provided by the teacher includes personal opinions or judgments.
Level 4 Expanding	Self-edit a summary of a text to identify and delete personal opinions or judgments.
Level 5 Bridging	Write a summary of a grade-level text, distinct from personal opinions or judgments.

CC.6.R.I.3 **Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).**

(No WIDA MPIs developed.)

Craft and Structure

CC.6.R.I.4 **Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.**

(These MPIs focus on figurative and connotative meanings.)

Level 1 Entering	Identify similes from selected texts that have been presented in a multisensory manner, and draw pictures to illustrate their meanings.
Level 2 Emerging	Act out or draw, with a partner, the meaning of a figurative image from a leveled informational text.
Level 3 Developing	Distinguish exaggeration in selected text in pairs, after hearing the text read aloud.
Level 4 Expanding	Identify adjectives or verbs with connotative meanings, in a small group.
Level 5 Bridging	Determine the meanings of figurative and connotative words and phrases as they are used in a text.

(These MPIs focus on technical meanings.)

Level 1 Entering	Match spoken technical vocabulary with word cards (e.g., *cloud, snow, rain*).
Level 2 Emerging	Label a diagram using technical vocabulary by selecting appropriate words from a word bank (e.g., *magma, lava, ash* in a volcano).
Level 3 Developing	Distinguish the use of vocabulary words in various contexts (e.g., *table* in math or science class vs. *table* in a house), using illustrations and in group discussion
Level 4 Expanding	Select appropriate technical vocabulary to complete a cloze activity, using text and a dictionary.
Level 5 Bridging	Determine the meaning of technical words and phrases as they are used in a text, using context clues, glossaries, or dictionaries.

CC.6.R.I.5 **Craft and Structure: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.**

(No WIDA MPIs developed.)

CC.6.R.I.6   *Craft and Structure: Determine an author's point of view or purpose in a text and analyze how it is conveyed in the text.*

(No WIDA MPIs developed.)

Integration of Knowledge and Ideas

CC.6.R.I.7   *Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.*

Level 1 Entering	Draw a picture integrating two aspects of the same topic, from two different visual sources (e.g., pictures of colonial life from an illustrated textbook and from the Internet), with a partner.
Level 2 Emerging	Create models (e.g., plant and animal cells) using information from illustrated leveled text and from the Internet, with a partner.
Level 3 Developing	Make and present a poster about a topic (e.g., tropical rainforests), including illustrations and labels, using information from both print and visual sources.
Level 4 Expanding	Present information found in text and on the Internet relating to a unit studied in class, with a partner.
Level 5 Bridging	Produce a report that integrates information from different media or formats, citing information as appropriate.

CC.6.R.I.8   *Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.*

Level 1 Entering	Sort pictures or words related to text by whether they are true or false, with a partner.
Level 2 Emerging	List four to six facts that are supported by evidence, from a leveled informational text that has been read aloud, in a small group.
Level 3 Developing	Discuss in a small group whether or not claims made in a leveled informational text are supported by reasons and evidence or not; record the results of the discussion on a two-column graphic organizer.
Level 4 Expanding	Distinguish claims in leveled informational text that are supported by reasons and evidence from claims that are not.
Level 5 Bridging	Distinguish claims in grade-level informational text that are supported by reasons and evidence from claims that are not.

CC.6.R.I.9   ***Integration of Knowledge and Ideas: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).***

Level 1 Entering	Listen as the teacher reads aloud simple leveled text versions of two author's presentations of the same events; draw pictures of similarities and differences on a Venn diagram.
Level 2 Emerging	Listen as the teacher reads aloud leveled text versions of two author's presentations of the same events; make notes of similarities and differences on a Venn diagram.
Level 3 Developing	Discuss similarities and differences between two author's presentations of the same events, in a small group; record the information on a Venn diagram.
Level 4 Expanding	Complete a Venn diagram to compare and contrast two author's presentations of the same events; then write a short summary of the information in the diagram.
Level 5 Bridging	Write a compare and contrast essay about two authors' presentations of the same events.

Range of Reading and Level of Text Complexity

CC.6.R.I.10   ***Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.***

(No WIDA MPIs developed.)